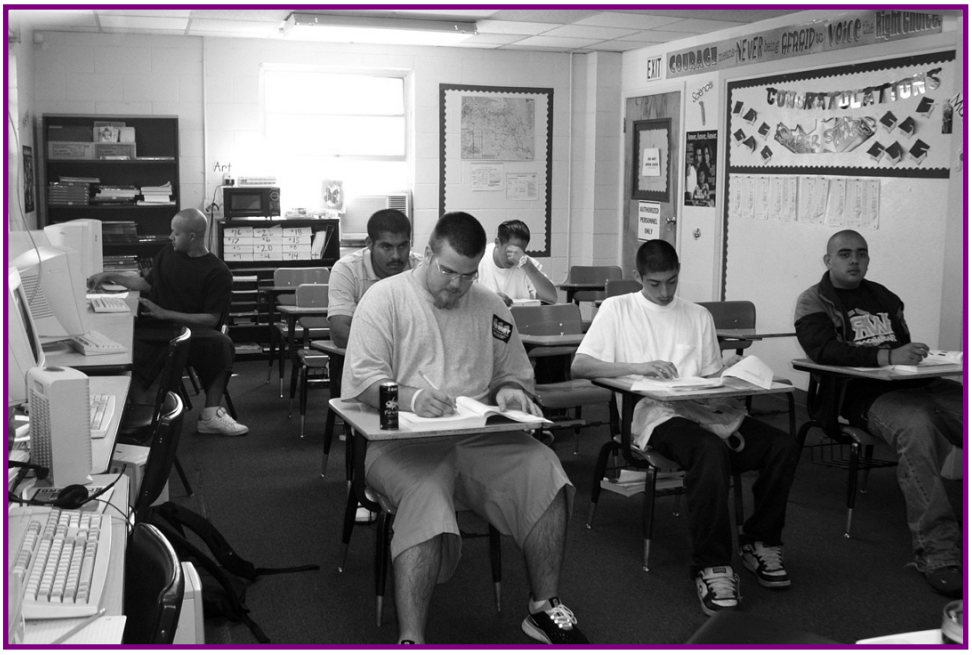
Results

Results is the fourth sub-section. Results includes population indicators such as juvenile crime and education of children and youth in San José. Results over time are because of all the efforts of all the residents of San José to insure a healthy and productive future for our children.

1. To learn about how we are doing in the area of juvenile crime indicators, go to page 62.

2. To learn about how we are doing in meeting educational indicators, go to page 70.

3. To learn about how our schools are doing, go to page 80.



How are we doing in the area of Juvenile Crime?

The juvenile crime rate is an indicator of a community's progress in socializing youth and giving youth a pro-social attitude for the future. While not all juvenile delinquents become adult criminals, virtually all adult chronic offenders were once juvenile offenders. Juvenile crime rates, especially for older youth, are also an indicator of community safety. The juvenile crime rate in Santa Clara County has declined over the past several years. The following three charts show the positive direction of the juvenile crime rate. Historically, juvenile crime in San José represents approximately 70% of all youth crime in Santa Clara County.

Limitations to Crime Data

Readers are cautioned that determining the extent to which the BEST Program has had an impact on reducing crime is beyond the scope of this evaluation. As criminologist Enrico Ferri stated, "Crime is not an isolated phenomenon that can be attacked directly because crime is a by-product of the social, cultural, and economic conditions in which we live." The theory behind the MGPTF and the BEST Program is that the approach taken will address all the by-products mentioned by Mr. Ferri.

Why a Drop in Crime?

There are many theories about the current national drop in crime. Some experts attribute the drop in crime to the healthy economy (more jobs). Others believe it is community policing. Still others say it is demographics (fewer 18 to 24 year-olds). Finally, some say it is tougher and longer prison sentences. There is a consensus building that it is a combination of these factors. The recent acceptance of the principles of community oriented policing – when police and other law enforcement groups join as partners with the community to solve problems – is a factor that is present in the BEST Programs. This component is led by the nationally recognized San José Police Department's efforts in community controlled policing. Community mobilization to accept new norms of behavior and to lower tolerance of bad behavior has also been given credit for lowering crime. This new norm thesis is also a factor in the City of San José with their successful Crackdown, Strong Neighborhoods, and Neighborhood Development Center. Some accept the "broken window" thesis: if a broken window is not fixed, there will soon be many broken windows. The limits of this evaluation will not allow for a definitive explanation as to why juvenile crime in Santa Clara County is declining. Readers may conclude, however, that the decline is due to a combination of factors and cannot be attributed to any one program. There is also consensus that much more can be done to continue the reduction in crime.

Summary of Headline Results

Relying on the indicators recommended by Lisbeth Schorr allows us to reverse the "rotten outcomes" of school failure and juvenile crime. As the new MGPTF Strategic Plan is aligned with the "Blue Print for Bridging the Digital Divide" (The City of San José Youth Master Plan), additional indicators will be added to future evaluations to better measure San José's progress toward ensuring the health and wellness of our youth.

Headline Results Continue to Move in a Good Direction with the Exception of High School Drop Out Rates

The San José MGPTF Strategic Work Plan and BEST's Performance Logic Model Evaluation set as outcome indicators a number of population results to be tracked over time to determine how we, as a community, are doing. These results are derived from the effort, effect, and performance of the whole community of San José in raising healthy children who will have the opportunity to succeed in their lives.

The following population results indicate that San José citizens working together have turned the curve in a good direction as demonstrated by these indicators:

- San José rate of violent crime per 100,000 youth has decreased by 52% since 1994.
- There has been an 87% decrease in youth referred to CYA since 1996.
- There has been a 59% decrease in youth admitted into Juvenile Hall (J.H.) since 1995.
- There has been a 26% decrease in the number of youth of color admitted to J.H. since 2001.
- There has been a 54% decrease in he number of monthly Juvenile Ranches commitments since 2001.
- There has been a 31% declining slope rate for gang related incidents in San José over the last three years.

Role of Resiliency

For several years now, the City of San Jose has embraced the youth developmental asset and resiliency theory. As a result, it has required youth developmental asset-based evaluation designs for a number of its youth programs, required community-based contractors to demonstrate their ability to implement asset-building program components, and supported the effort to garner community-wide buy-in about developmental asset theory and approaches.

One critical component to youth developmental asset theory is resiliency. Resiliency is a concept first popularized in the early 1970s. Robert Brooks of Harvard University explains: "The hallmark of a resilient child includes knowing how to solve problems or knowing that there is an adult to turn to for help. A resilient child has some sense of mastery of his own life, and if he gets frustrated by a mistake, he still feels he can learn from the mistake." The extensive research on resiliency of Bonnie Bernard, Senior Program Associate of WestEd's School and Community Health Research Group, indicates that the three core variables of resiliency are:

1. High expectations of the youth in the home, school, and community;
2. Meaningful participation of the youth in the home, school, and community; and
3. Presence of caring and supportive adults in the home, school, and community.

Caring and Supportive Adults

Dr. Emmy Werner of the University of California, Davis has conducted decades of longitudinal research on resiliency and provides the foundation for the resiliency framework in prevention and intervention. She writes that:

"Other buffers that we do know seem to cut across different cultures, creeds, and races: There's no doubt about it, a close bond with a competent, emotionally stable caregiver seems to be essential in the lives of children who overcome great adversities. As we know from studies of resilient children a lot of this nurturing can come from substitute parents, such as grandparents, aunts, uncles, older siblings."

Dr. Werner suggests that the presence of a caring and supportive adult is especially important in fostering resiliency. While policy makers, educators, and other community leaders do not necessarily have control over the circumstances that create adversity for youths, they ought to focus on how best to support youths in overcoming it.

In a recent evaluation of over 30 youth service programs serving San José residents with BEST funds, CCPA found that the presence of caring and supportive adults correlates to the developmental asset level of the participating youth. This finding is based on the results of over 5,000 Risk Avoidance, Protective, and Resiliency Assessment (RPRA) surveys completed by participating youth. The RPRA has been used by over 150 community-based organizations and public agencies as a method of measuring the asset level of their youth customers. The short form of the instrument has an alpha reliability of .86 and has norms of high, medium, and low asset levels. Low assets are an indication of high-risk youths; medium level indicates at-risk youths; and a high asset level is an indication of youth with fewer risk of difficulties at home, school, and in the community.

Youth were asked whether they agreed or disagreed with four circumstances related to the presence of and their relationship to certain adults, such as teachers and neighbors. The table below shows how youth responded across asset levels. Results clearly indicate that youth who have a strong relationship with an adult at school or work, have a caring teacher, know their neighbors, and have a strong relationship with adults in the community had higher asset levels. The presence of a caring teacher yielded the highest percent of high asset levels.

Table 28

Relationship Between the Presence of Caring and Supportive Adults and Asset Level

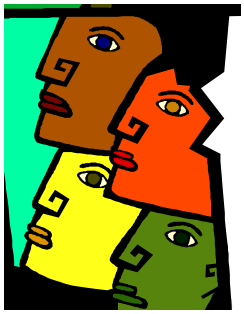
Variable	Normed Asset Level			
Strong relationship with adult at school or work	**High Assets**	**Medium Assets**	**Low Assets**	**Total**
Strongly Agree/Agree	42.7%	21.4%	14.0%	78.1%
Strongly Disagree/Disagree	3.3%	6.7%	12.0%	22.0%
Total	46.0%	28.1%	26.0%	100.1%
My teacher really cares about me	**High Assets**	**Medium Assets**	**Low Assets**	**Total**
Strongly Agree/Agree	43.8%	22.2%	14.5%	80.5%
Strongly Disagree/Disagree	2.4%	5.8%	11.2%	19.4%
Total	46.2%	28.0%	25.7%	99.9%
I know my neighbors	**High Assets**	**Medium Assets**	**Low Assets**	**Total**
Strongly Agree/Agree	40.7%	20.6%	17.3%	78.6%
Strongly Disagree/Disagree	5.3%	7.5%	8.6%	21.4%
Total	46.0%	28.1%	25.9%	100.0%
Strong relationships with adult(s) in community	**High Assets**	**Medium Assets**	**Low Assets**	**Total**
Strongly Agree/Agree	41.1%	19.7%	13.0%	73.8%
Strongly Disagree/Disagree	4.7%	8.5%	12.9%	26.1%
Total	45.8%	28.2%	25.9%	99.9%

How are we doing in socializing our youth?

Socializing Youth

The presence of a caring and supportive adult is one way to help socialize youth. Youth without the presence of caring and supportive adults in their lives may be attracted and "pulled" over to the anti-social mindset and lifestyle. After all, the anti-social lifestyle also offers youth a way to gain and keep respect, sense of family and connectedness, sense of accomplishment and upward mobility, sense of safety, money, way to be engaged, rite of passage, and sense of structure and direction.

ANTI-SOCIAL PULL



Characterized By:

- Anti-social peers
- Beliefs, values, and attitudes favorable to crime
- Substance abuse
- Condones violence as way to solve conflicts
- Poor self-management skills
- Poor attitudes toward work and/or school
- Poor parental supervision, monitoring, or contingencies
- Other family problems, including child abuse
- Anger/hostility

PRO-SOCIAL PULL

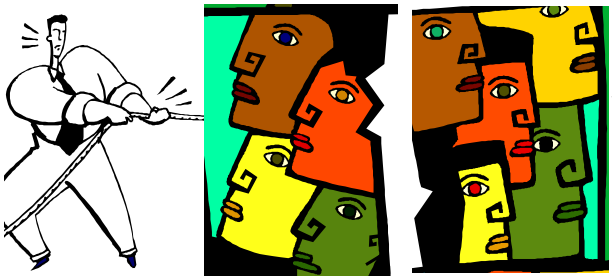
Characterized By:

- Meaningful and high level of participation in home, school, and community
- High expectations at home, school, and community
- Caring and supportive adults at home, school, and community
- Beliefs, values, and attitudes unfavorable to crime
- High level of structure
- Skills and assets such as problem solving, decision-making skills, hope for future

Who is Pulling for the Pro-Social Side?

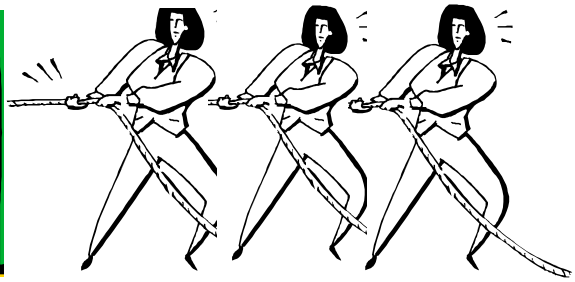
The pressure to surround youth with pro-social influences may be greater now than ever. Policy makers and other community leaders need to determine what resources are available to counter the anti-social influences of gangs, certain parolees, and other anti-social adults. Experts on gangs and law enforcement officials agree that anti-social influences, such as gangs, have a well-organized team with a thoughtful game-plan. The pro-social team needs to ensure that it, too, is organized and working together. Does the community know who should be pulling on the pro-social team and in what order? Does the community know if there are enough people pulling on the pro-social side?

ANTI-SOCIAL PULL



- Adults on Probation
- Gang Members
- Anti-Social Peers
- Drug Using Peers
- Parents who Use Drugs
- Parents who Break the Law

PRO-SOCIAL PULL



- Parents
- Relatives
- Teachers
- Pro-Social Peers
- Neighbors
- CBO Youth Workers
- Parks and Recreation Workers
- Police & Probation Officers
- Church & Spiritual Workers
- Coaches
- Social Workers

The way in which youth are socialized transpires primarily through three sources: home, school, and community. Currently, external circumstances have greatly jeopardized society's opportunity to socialize youth by whittling away at resources available to these three core institutions. For many families, the home environment is characterized by high unemployment rates, unmet mental health needs, and growing numbers of drug/alcohol treatment places for adults with children.

Schools are characterized by an unsteady capacity to work with high-risk youth, dwindling funds and services for youth not in the educational mainstream, and decreasing alternative education opportunities. Lastly, in the neighborhoods, there have been decreasing funds for community-based youth services causing a disruption in building capacity to work with high-risk youth and families – fostering a reliance on Systems (e.g. dependency, delinquency, and health and hospital systems) to help needy community members.

Who's Pulling for the Anti-Social Side?

At the same time, communities have seen high numbers of parolees and probationers in certain neighborhoods, an increase in the numbers of out-of-school youths, and an increase in gang recruitment activities. Results from a recent survey conducted by the Cornerstone Project indicate that low percentages of youths feel valued by the community. In the same survey, low percentages of youth indicated that they have positive adult role models.

In order to better understand the anecdotal reports of high numbers of parolees and probationers in certain neighborhoods, CCPA worked with the Office of the District Attorney to gather data on this issue. Since the State data system containing information about parolees is limited, CCPA was only able to gather data on the number of parolees in a one-mile radius of a given address. As a result, CCPA looked at the one-mile radius around each high school in Santa Clara County. CCPA then compared the results to the numbers of full-time equivalent teachers at each of these schools. While these data have their limitations, they do, nonetheless, begin to tell a story about who we as a community may rely on to serve as the caring and supportive adults in the lives of these youths.

The table below shows the results of this research. The table contains five columns. The first column lists the name of each high school. The second column lists the number of adult State parolees living in the one-mile radius of the school. The third column lists the number of full-time equivalent (FTE) teachers at each school, as reported on the State Department of Education. The last two columns give the ratios of enrolled students to parolees and enrolled students to FTE teachers. So, for Andrew Hill High School, there were 18 students per parolee and 21 students per FTE teacher. Ten schools had more parolees in its one-mile radius than FTE teachers; these schools are highlighted. The parolee data suggest that even for youth who are enrolled in school, anti-social forces are near schools, influencing youth everyday. Note: data in the below chart is from 2004.

Table 29

Parolees versus Full-Time Equivalent Teachers

HIGH SCHOOL	State Parolees in One-Mile Radius	FTE Teachers	Student to Parolee Ratio ("For every parolee, there are __ students.")	Student to Teacher Ratio ("For every FTE teacher, there are __ students.")
Andrew Hill	105	93	18	21
Branham	33	54	44	27
Del Mar	65	56	20	23
Dtn. College Prep.	148	16	2	17
Evergreen Valley	15	48	57	18
Foothill	129	31	4	17
Gunderson	32	63	37	19
Independence	68	180	61	23
James Lick	134	63	9	20
Leigh	15	65	108	25
Lincoln	89	86	19	19
Mt. Pleasant	77	94	27	22
Oak Grove	72	116	37	23
Overfelt	143	85	12	20
Piedmont Hills	26	87	76	23
Pioneer	41	66	33	21
Prospect	2	53	607	23
San Jose	142	58	8	19
Santa Teresa	32	101	66	21
Silver Creek	2	115	1,225	21
Westmont	9	67	185	25
Willow Glen	21	66	62	20
Yerba Buena	96	85	18	20

Shaded areas are schools with a greater number of adult parolees than teachers

Why is the number of State adult parolees to youth an important indicator?

Gangs actively recruit new youth into their life style. Most adult parolees are either gang members or have affiliated with a gang in prison to survive in the prison system. Many adult parolees have difficulty finding full time employment and thus have lots of time to hang out in the neighborhood. Some of these parolees see themselves as full time recruiters for their life-style. Many of the parolees are given the mission by their gangs to recruit new members. A story from a youth intervention specialist from a BEST funded service provider, California Youth Outreach, highlights this problem.

"I was working in the neighborhood with some high-risk youth when a gang involved adult parolee who was all tagged up with tattoos came up to me and asked what I was doing. I said, I was working with youth to encourage them to go to school and set goals for their future that avoided the dangers of gangs, violence, and drugs." He said, "How many hours a week do you work with these youth?" I answered three to four hours a week. He smiled and said, "I am out here 24/7, who do you think is going to win?"

"I was working in the neighborhood with some high-risk youth when a gang involved adult parolee who was all tagged up with tattoos came up to me and asked what I was doing. I said, I was working with youth to encourage them to go to school and set goals for their future that avoided the dangers of gangs, violence, and drugs." He said, "How many hours a week do you work with these youth?" I answered three to four hours a week. He smiled and said, "I am out here 24/7, who do you think is going to win?"

Why is family and community so important?

Policy makers and other community leaders are engaged in the difficult task of setting budget and policy priorities. This exercise is inherently difficult, but more so when resources are limited, as is the current circumstance for the County of Santa Clara. Decision-makers may want to be mindful of the compelling literature that indicates the importance of building family and community capacity to work with anti-social and other troubled youth.

Building Family and Community Capacity

A recent report entitled, *Preventing Problems, Promoting Development, Encouraging Engagement* (Pittman, 2001) emphasized the importance of supporting and strengthening the position of the "natural actors" in the lives of youths: family, peers, neighbors, and community institutions. Pittman explains that intervention programs and services are certainly needed.

"But the big picture task is to help families, neighbors, and communities nurture, support, and demand excellence from their youth. This requires sustained investments in community institutions, associations, and infrastructures."

Researchers at the Search Institute explain that some communities have enough resources for a young person to get all that he or she needs from family, neighbors, and a wide array of pro-social experiences. However, when communities do not have sufficient – both in quantity and quality – services and opportunities, supports may need to be created (Scales & Leffert, 1999). Decision-makers may have to create services, supports, and opportunities such as surrogate families, community organizations, alternative school settings, and work.

The following diagram illustrates the four core resources upon which society relies to resolve issues that youth face.

(1) The center of the concentric circles is the youth him/herself. The most preferable way for resolution is for the youth to have the ability to identify the issues by herself, access resources as needed, and address the problem.

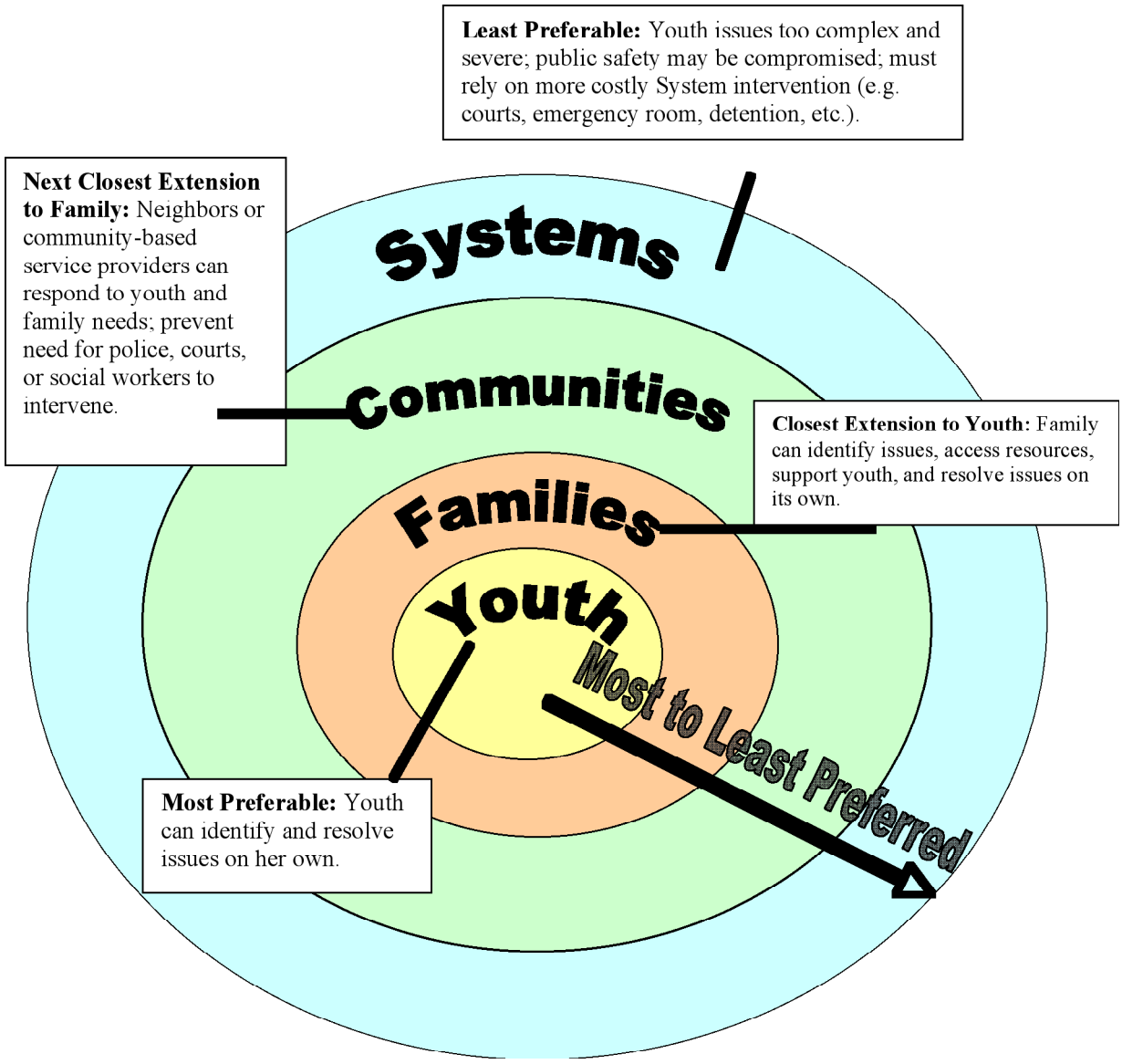
(2) The second most preferable way for resolution is for the family, the next most immediate extension to the youth, to support the youth and address the problem.

(3) The third closest extension to the youth is community: neighbors, teachers, coaches, or community-based service providers, to name a few. Community is the third most preferable method of resolving issues and, if effective, can prevent the need for law enforcement, court, or social worker intervention.

(4) The least preferable way to address youth problems is through Systems. Systems (e.g. dependency, delinquency, or health and hospital systems) are defined as large institutions, generally government-run, such as the courts, Juvenile Hall, emergency room, or Children's Shelter. While these Systems provide a safety net and critical services related to health care, public safety, and child protection, these more costly services should be reserved for those youth and families who have exhausted the first three methods.

While severe budget cuts must be endured by both Communities and Systems, decision-makers should keep in mind that the perpetual disruption or dissolution of resources to Communities may foster society's reliance on Systems – the more costly and least ideal place to resolve problems. At the same time, community-based service providers need to practice continuous improvement and demonstrate their effectiveness. Communities and Systems should recognize the significant services that each provides, respect the fact that each has an important place on the continuum, and create an environment for seamless flow from one to the other.

Strategy for Building Capacity



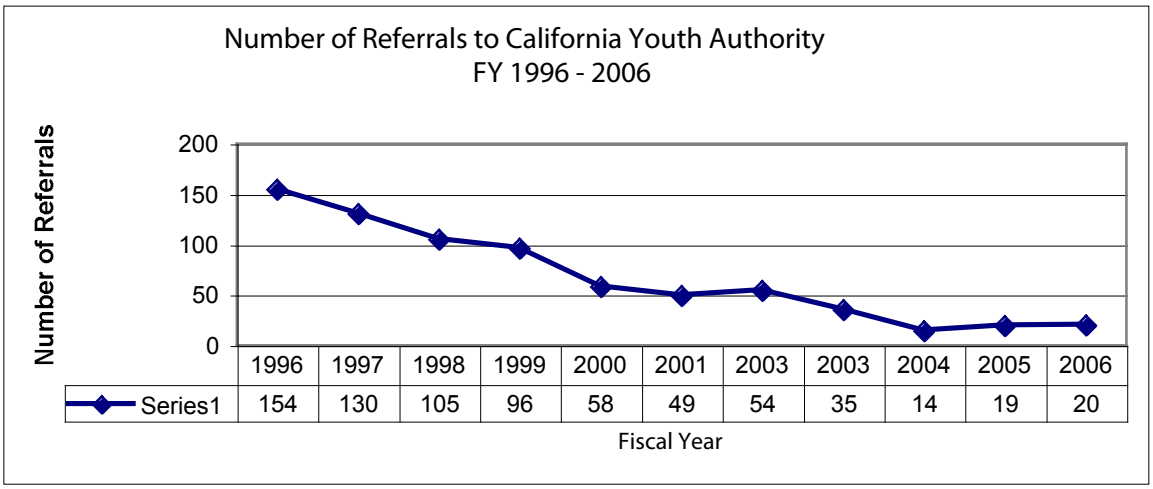
How are we doing on the indicators of juvenile delinquency?

For this final report data were collected from the following variables to give an indication of how we are doing:

Referrals to California Youth Authority
Referrals to Juvenile Hall
Number of Violent Juvenile Felony Arrests
Number of Youth of Color Admitted to Juvenile Hall
Number of Youth Admitted to Juvenile Ranches

Referrals to California Youth Authority have declined 87% since 1996.

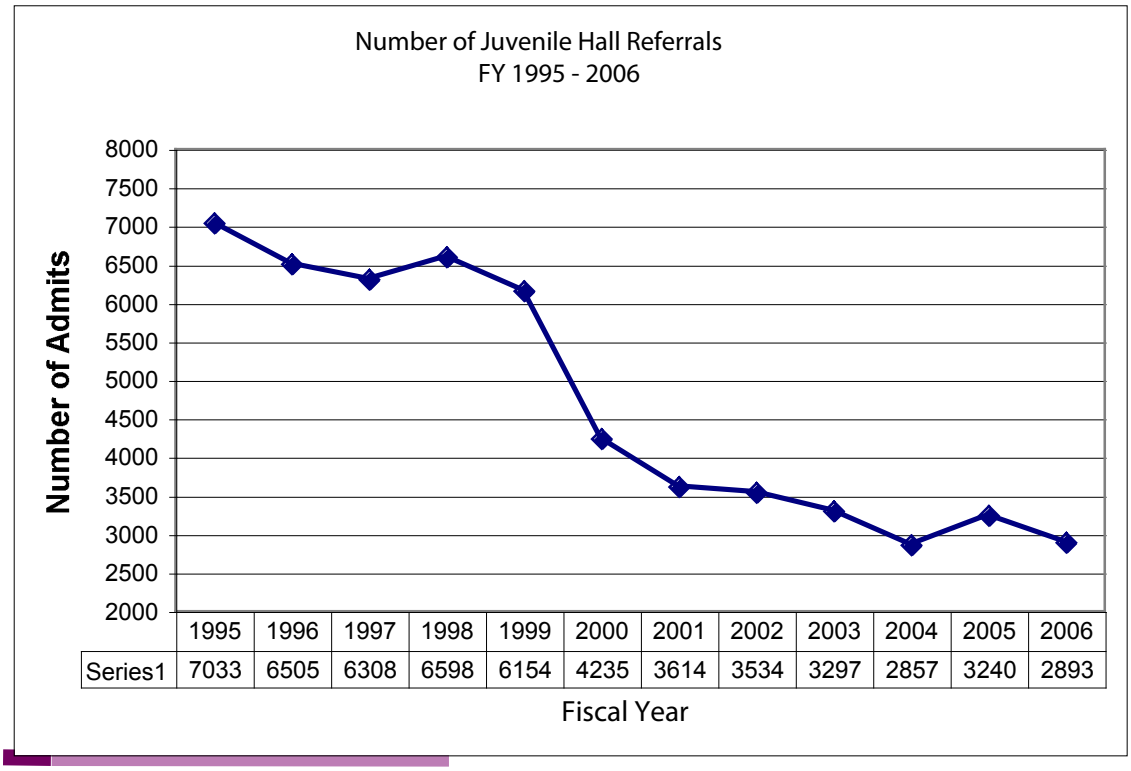
Chart 23



Note: Data comes from the Santa Clara County Probation Department for the following charts.

Number of Juvenile Hall Admits in Santa Clara County have declined by 59% since 1995.

Chart 24

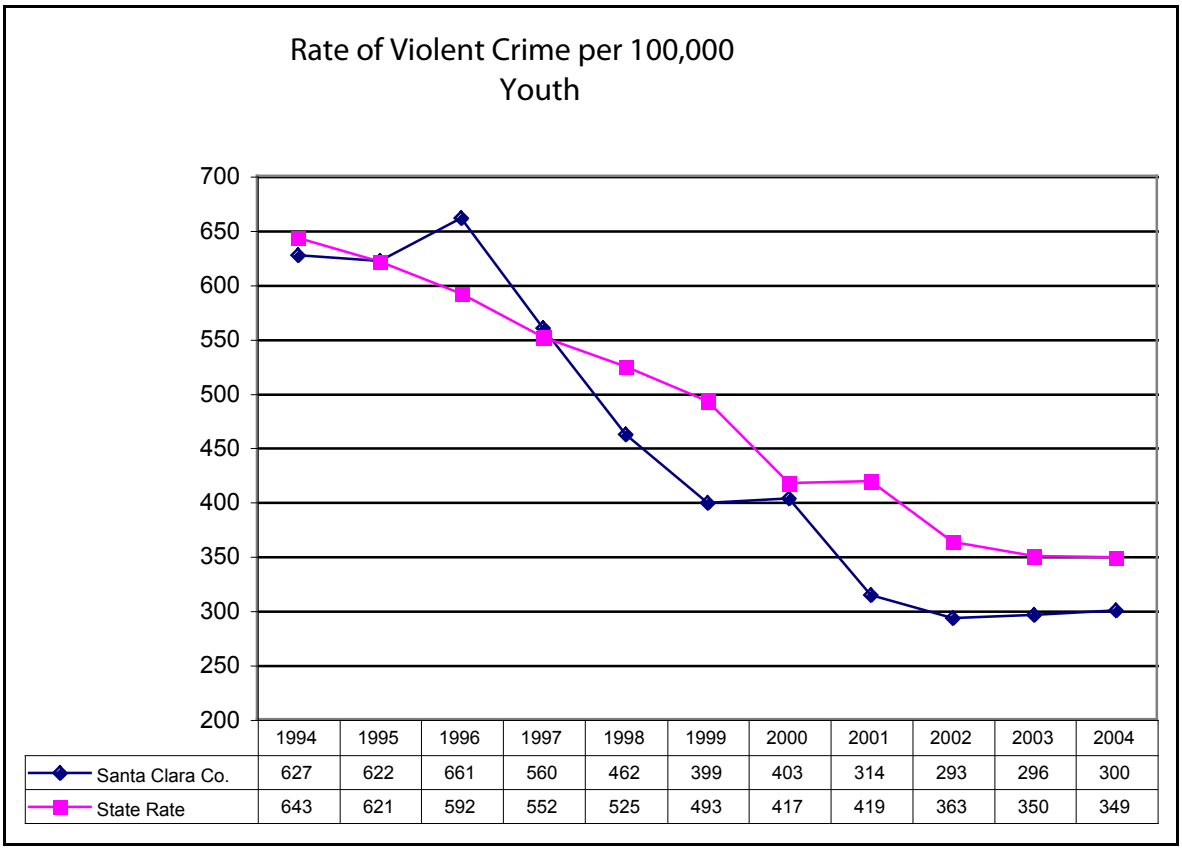


Note: Juvenile Hall referrals for this fiscal year were 2,893 reversing the upturn last year.

Number of Violent Juvenile Crime per 100,000 Youth has declined by 52% since 1994

The year 2004 is the latest year that data on juvenile violent crime is available from the California Attorney General's Criminal Justice Statistics Center. The data has been flat for 2002-2004.

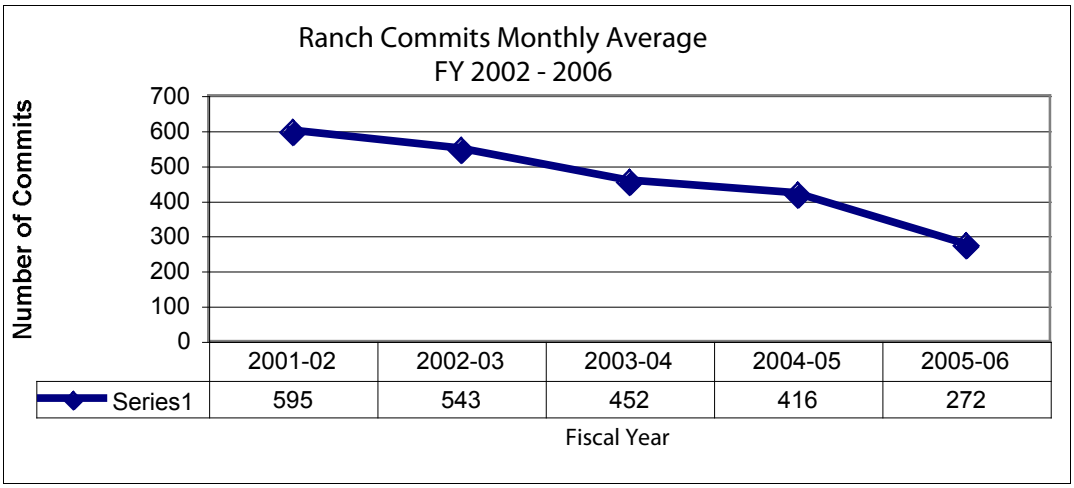
Chart 25



	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Santa Clara Co.	627	622	661	560	462	399	403	314	293	296	300
State Rate	643	621	592	552	525	493	417	419	363	350	349

Number of Juvenile Ranch Admits has declined by 54% since FY 2001-02.

Chart 26

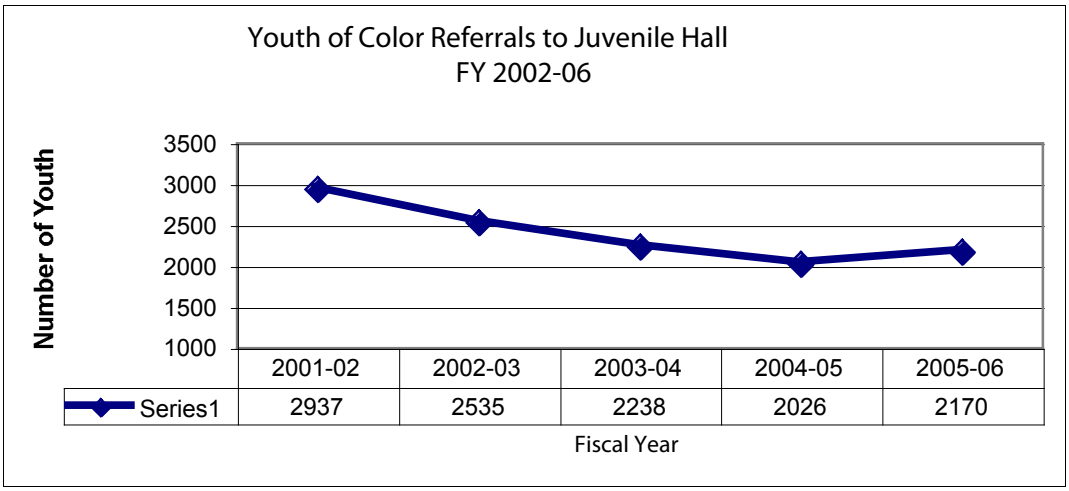


	2001-02	2002-03	2003-04	2004-05	2005-06
Series1	595	543	452	416	272

Number of Youth of Color Admitted to Juvenile Hall has declined by 33% since 2001

Data this year shows promise that 727 fewer youth of color will be admitted this year as compared to the number of youth of color admitted in FY 2001 -2002.

Chart 27



Santa Clara Counties Juvenile Detention Reform effort has reduced the number of youth of color in Juvenile Hall by 26%. The MGPTF support and the BEST grantees have played a role in developing alternatives to incarceration.

Juvenile Detention Reform

The Juvenile Detention Reform (JDR) effort was launched shortly after the release of the report ***Over-Representation of Minority Youth in the Juvenile Justice System*** commissioned by the Santa Clara County Juvenile Justice Coordinating Council (JJCC) and conducted by Community Crime Prevention Associates. With the leadership of County Supervisor Blanca Alvarado, law and justice system practitioners, and other community stakeholders, the County embarked in a comprehensive effort to reduce the inappropriate and unnecessary detention of youth at the Juvenile Hall and Ranches.

The JDR effort is shaped to analyze and improve the juvenile justice system at all entry points and steps in the process from the youth's encounter with a police officer to the court room and beyond. This ensures that juvenile offenders who present a risk to the community are confined in our youth detention facilities and that juvenile offenders who do not present a risk are diverted to community treatment programs where, studies show, they can be more effectively rehabilitated. A reformed detention system should include a continuum of detention alternatives with various community-based programs and degrees of supervision.
Through Juvenile Detention Reform, the County will ensure that eligible youth are diverted to community-based treatment programs. Studies show these are more effective at reducing recidivism and that we will have sufficient capacity at our youth detention facilities to accommodate future population growth without being required to build additional facilities.

Local and national studies show that juveniles are more effectively rehabilitated in community-based treatment programs than in confinement at Juvenile Hall or the Juvenile Probation Ranches. A study published by the County of Santa Clara Department of Mental Health entitled, "Treatment Outcomes and Cost Effectiveness of Two Approaches for Minority Groups with Severe Emotional Illnesses who have been Detained in Juvenile Hall," concluded that community treatment is more effective than incarceration. A 1999 Office of Juvenile Justice and Delinquency Prevention study entitled, "A Compendium of Programs that Work," cites specific programs where youth were better served and socialized than those confined in youth detention facilities.

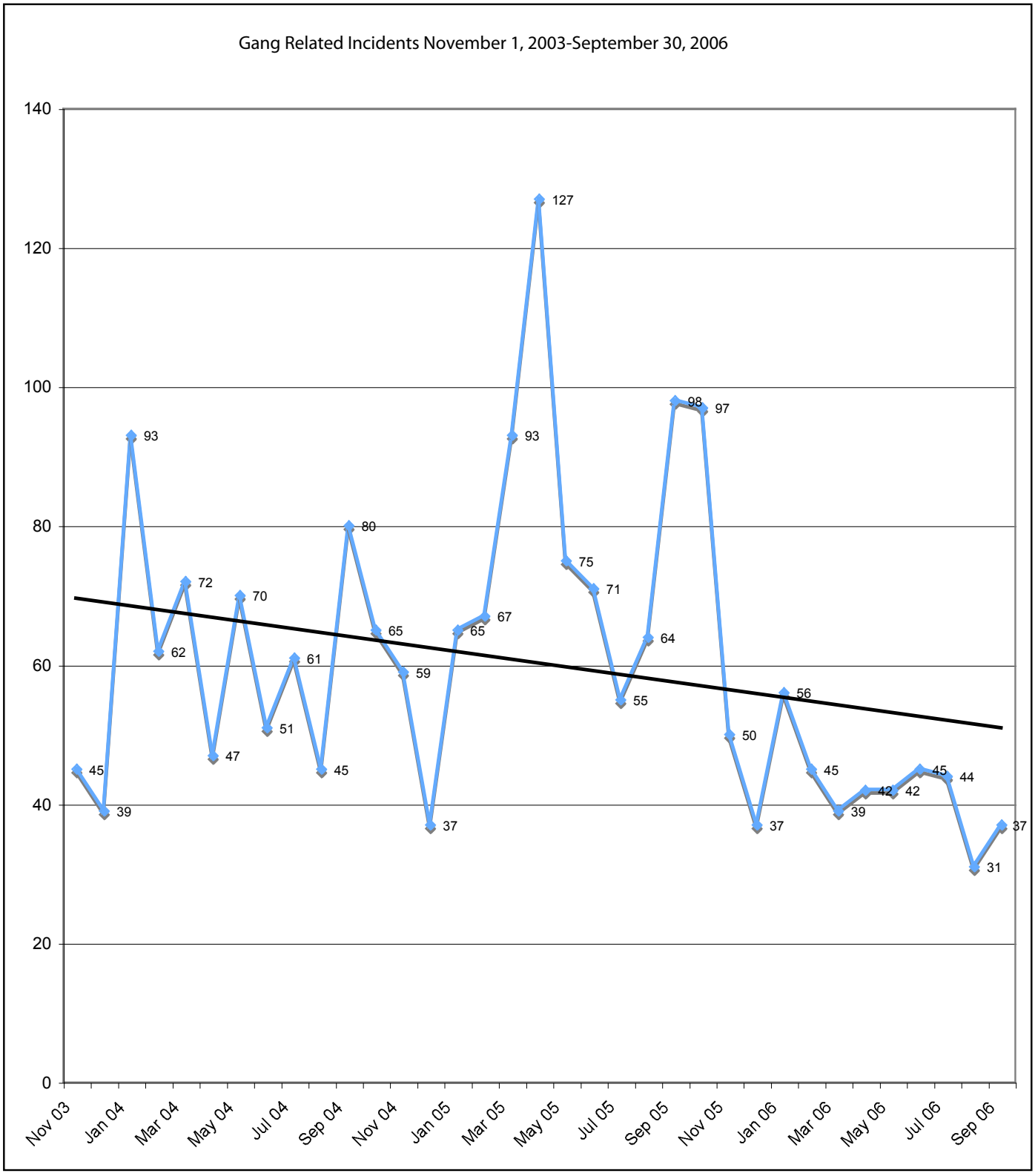
Through JDR, the County can create more effective treatment alternatives to the two basic options judges, law enforcement, and probation have when faced with a youth who has been arrested and charged with an offense: either release the youth to his parents or guardian or lock up the youth in a secure detention facility. While the local juvenile justice system has prevention and intervention alternatives such as Restorative Justice, Alternative Placement Academy, the After-care Program, and Electronic Monitoring, the community should further expand alternatives and ensure that current programs and other community-based diversion programs are acceptable and useful to the judiciary and legal system.

To accomplish this, the Annie E. Casey Foundation has been working with stakeholders to guide Santa Clara County through a set of strategies to change detention policies and procedures to meet the needs of our system. Collaboration, consensus, and clear sense of purpose have given the stakeholders the ability to examine the juvenile justice system's operations using objective data to clarify problems and to suggest solutions. Changes in admissions decisions, length of stay, and creation of detention alternatives are among some of the expected outcomes.

Number of Gang Related Incidents in San José has a declining trendline of 31% Over The Last Three Years

Data from the San José Police Department Crime Analysis Unit for gang related incidents over the last three years shows a declining trendline of 31%.

Chart 28



How are we doing on school success population results?

The following population results indicate that San José citizens working together have turned the curve in a good direction as demonstrated by these indicators:

- San José High School CPI Graduation Rate has improved 11% since 1999.
- San José High School students who have completed requirement for UC/CSU have increased by 23% since 1998
- San José School District API Scores have improved by 8% since 1999.

The following population results indicate that San José citizens working together have turned the curve in a bad direction as demonstrated by these indicators:

- NCES High School Graduation Rates have stayed the same since 1996. The last two years has shown a turn for the worse with NCES graduation rates going down from 90% to 85%.

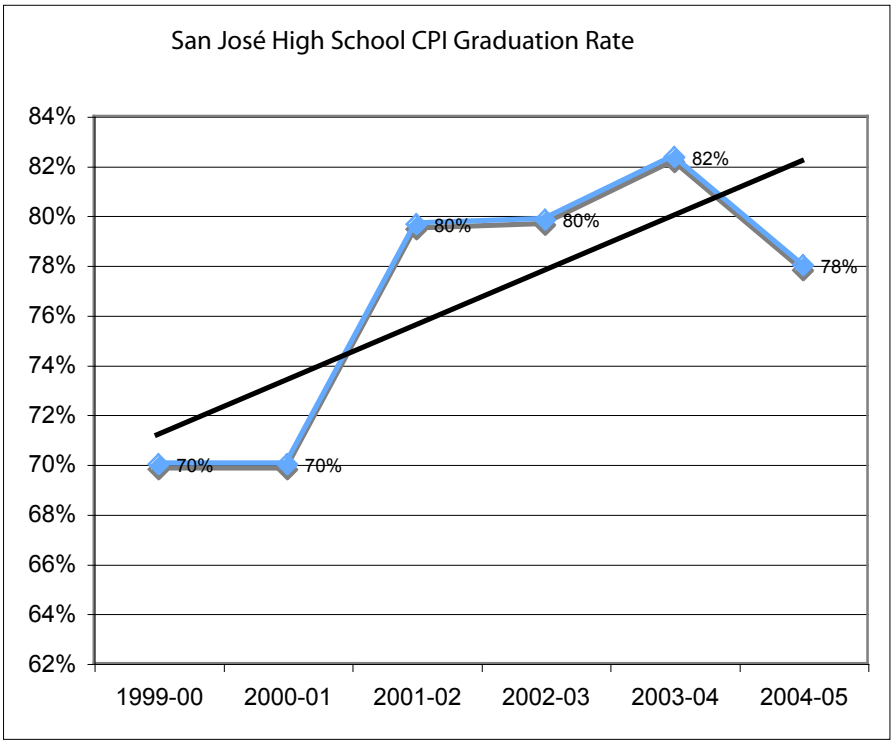
- San José high school four year drop out rates have increased by 71% since 1997 and have increased by 214% since last year. The State of California has experience an 18% increase in drop out rate since 2002. In 2005 school year, 2,430 San José high school students dropped out of school.

Graduation Rate based on CPI Definition

Harvard Civil Rights Project recommends using the Cumulative Promotion Index (CPI) instead of the NCES formula that tends to overestimates the graduation level. This table indicates the CPI Graduation Rate. The CPI graduation has improved since 1999-00 school year and shows an 18 percent increase in the 2003-04 school year with an 82 percent graduation rate. The graduation rate declined to 78% for school year 2005.

NCES graduation rate indicates a 85% graduation rate. The CPI graduation rate is 78%. The CPI Graduation Rate has improved by 11% since school year 2000.

Chart 29 - Cumulative Promotion Index (CPI)



CPI FORMULA E=Enrollment G=Graduates

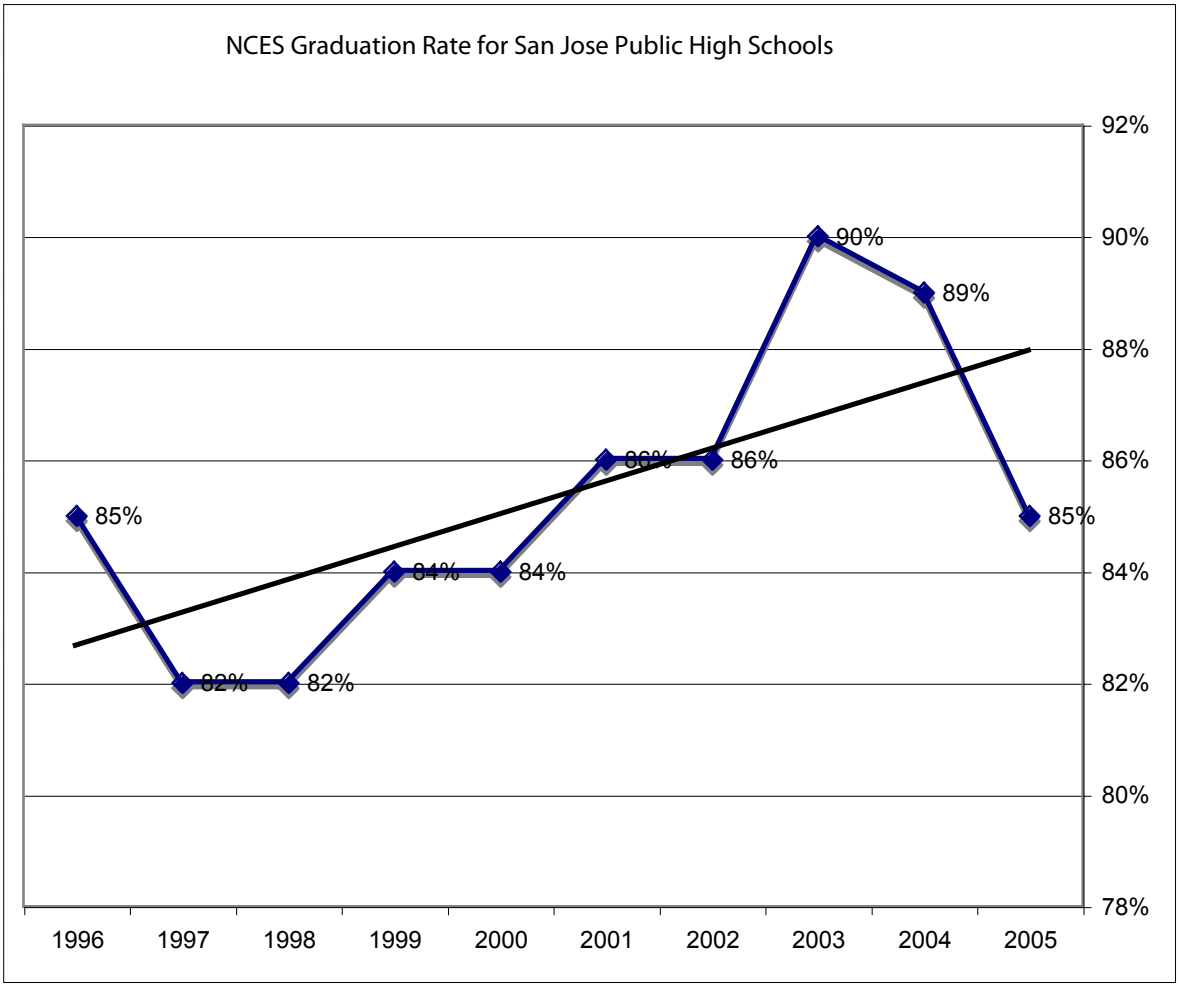
(E10 2002/E9 2001)*(E11 2002/E10 2001)*(E12 2002/E11 2001)*(G 2001/E12 2001)

Graduation Rate based on NCES Definition

The State of California uses the National Center for Education Statistics (NCES) formula and definition to define graduation rates. The NCES graduation rate for San José public high schools has been declining for the past two year. After six years of progress the curve for NCES graduation rates have turned in the wrong direction.

Chart 30 - National Center for Educational Statistics (NCES)

NCES graduation rate has stayed the same 85% as in 1996. The formula on the bottom of the page indicates how the NCES graduation rate is calculated. Because the NCES rate uses dropouts in the formula and the number of drop outs is going up for the last three years, the NCES graduation rate is going down.



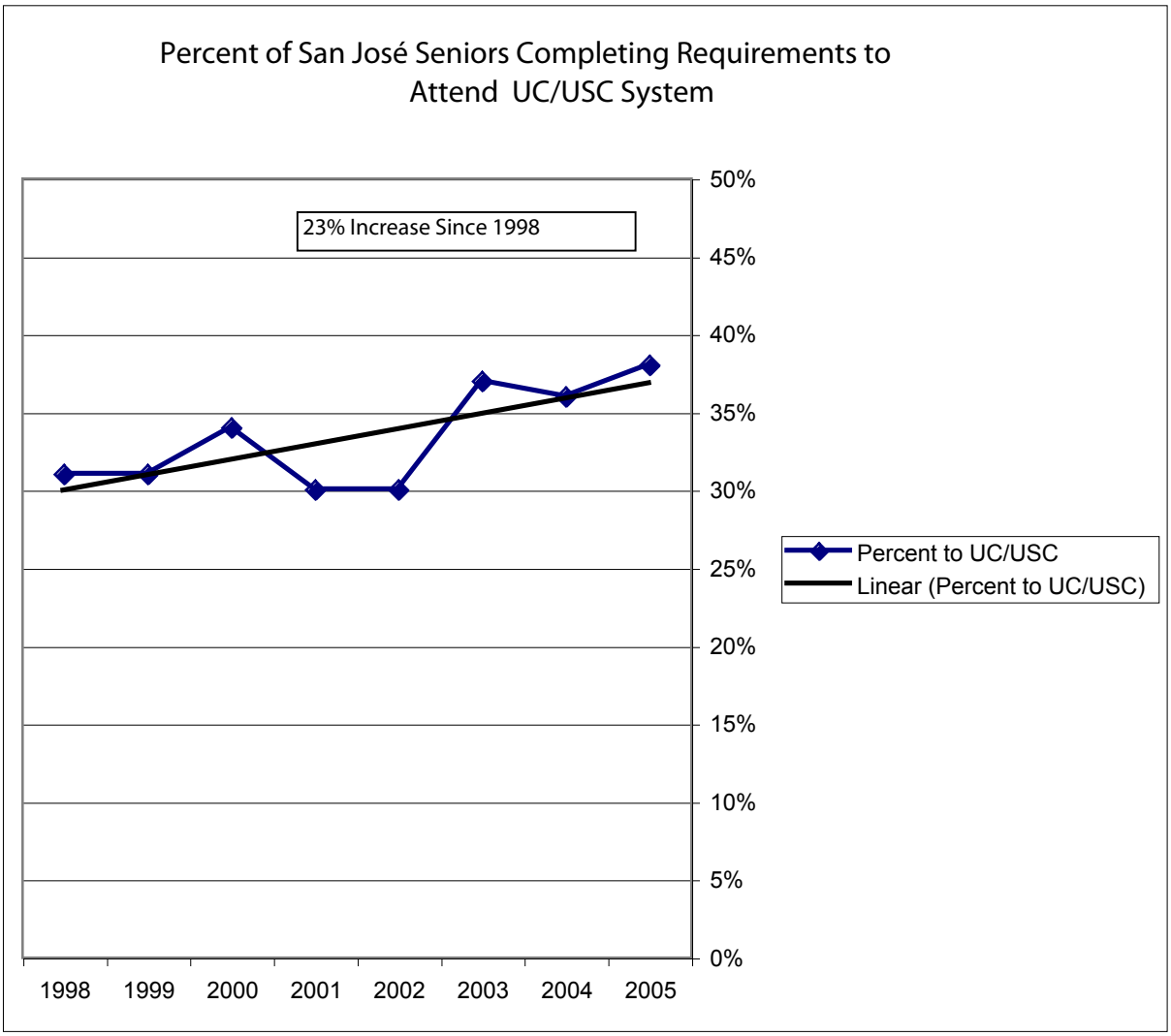
*Graduation Rate Formula is based on the NCES definition:
Number of Graduates (Year 4)
divided by
Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Note: Data comes from the California State Department of Education DataQuest (http://data1.cde.ca.gov/dataquest/) for all the following tables and charts.

Youth Ready for University of California and California State Universities

Since 1998, 30 percent to 37 percent of our youth completed the minimum requirements for entry into the University of California and/or California State University (UC/CSU) systems. This trend is going in a positive direction for the past eight years.

Chart 31



Percent of San José seniors completing requirements to attend UC/CSU System is up 23% since 1998.

East Side Union High School District had 1,894 Youth Drop Out in 2005

Generally, dropout rates are under-reported in the State of California. Even with this limitation drop out rates are increasing at an alarming rate. This increase should be a focus of concern and efforts should be made to address the needs of these youth. The chart below also includes the dropout rate for Campbell Union, East Side Union and San Jose Unified School Districts. East Side Union High School District had the largest growth in its four year drop out rate with 273 % or 1,894 youth dropping out of school. The following chart and table show this growth in the number of drop outs.

Chart 32

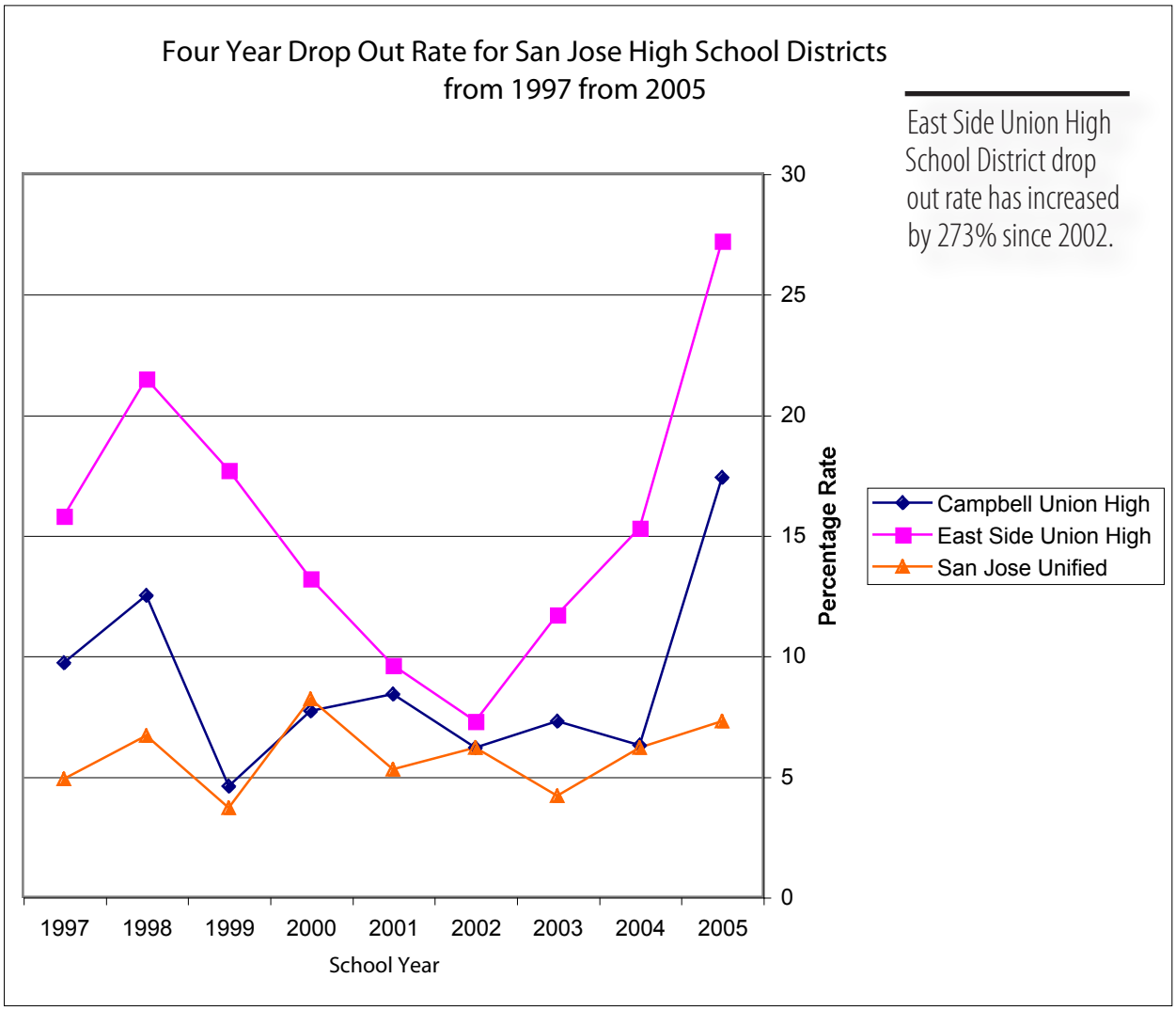


Table 30

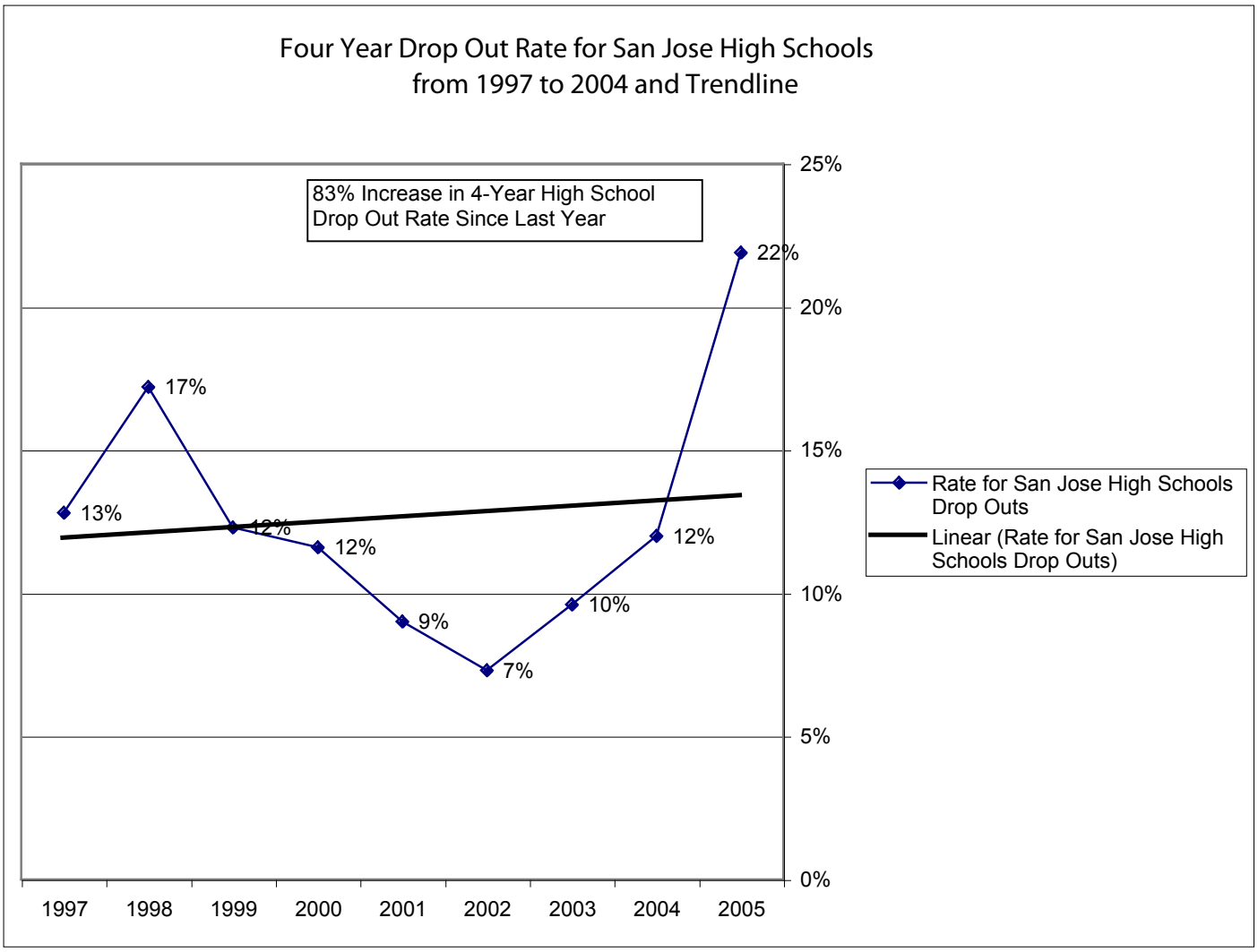
Total Drop Outs Grades 9-12 2005	
District	2005 Drop Outs
Campbell Union High	363
East Side Union High	1,892
San Jose Unified	175
Total Drop Outs	2,430

The four year drop out rate has clearly turned dramatically in the wrong direction. This should be a concern to all the residents of San José for these youth will be out of the mainstream and will find it difficult to function in our society. All of us should find ways to assist East Side Union and Campbell Union High School District to address this problem.

Four Year High School Drop Out Rate Increased by 214% Since 2002

The following chart shows that the dropout rate for San Jose high schools dramatically went up 83% since last year. The drop out rate has gone up 214% since 2002. This is a trend that must be addressed. The chart on the next page compares San José high school drop out rates with the State of California which did not experience a similar large increase.

Chart 33

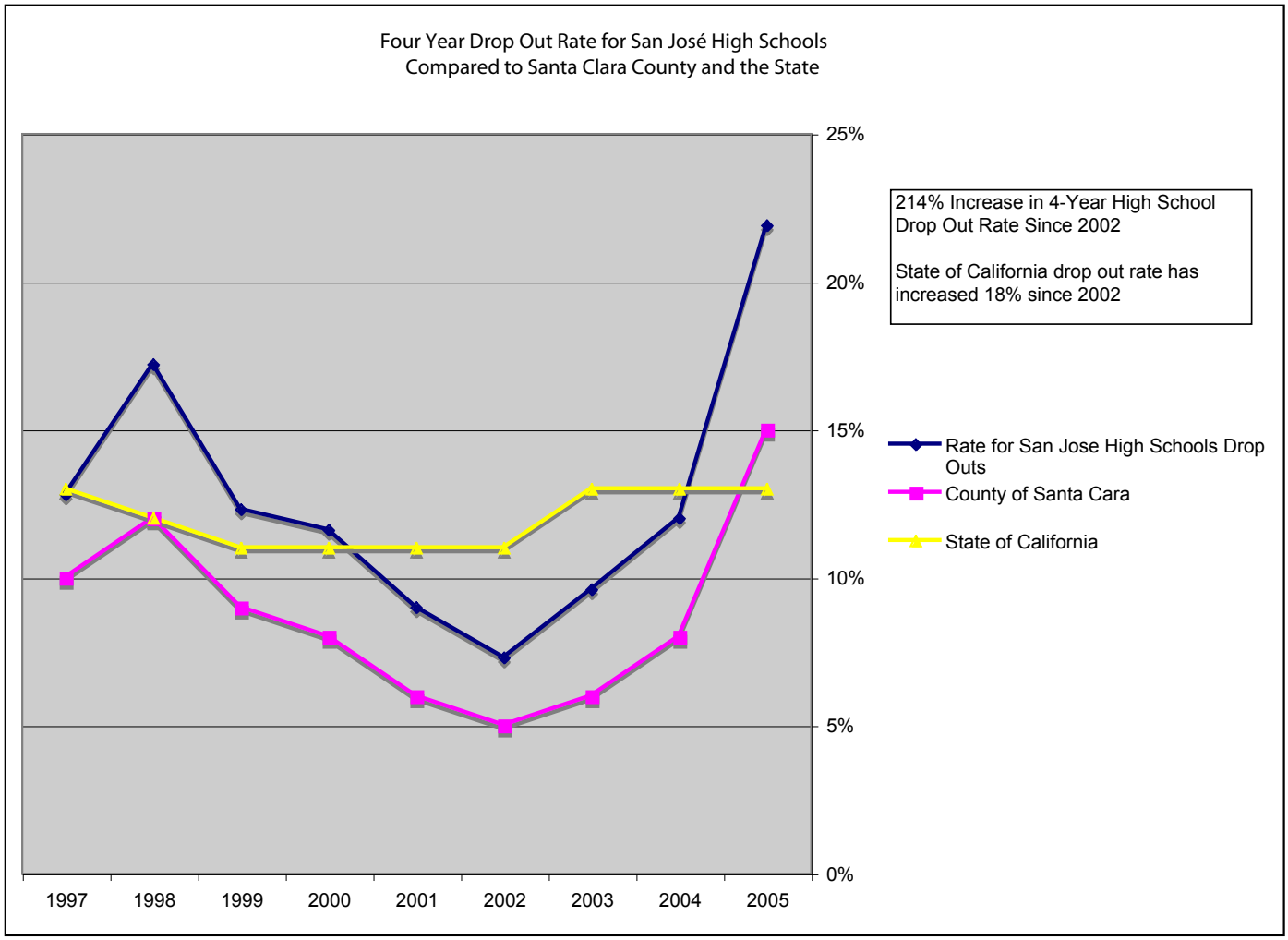


4 Year Derived Rate Formula: (1-((1-(drop gr 9/enroll gr 9))*(1-(drop gr 10/enroll gr 10))*(1-(drop gr 11/enroll gr 11))*(1-(drop gr 12/enroll gr 12))))*100

Four Year High School Drop Out Rate Increased by 214% in San José while Increasing 18% for the State of California Since 2002

The following chart compares San José High School drop out rates with the State of California which did not experience a similar large increase. Evaluators are recommending that the MGPTF Policy Team and Technical Team mount a major effort to reverse this trend. If we can all work together to support our schools we should be able to reverse this disturbing trend.

Chart 34



National Significance

Until recently, official dropout statistics have told a misleading and relatively unalarming story. By reporting only the proportion of students who leave school each year without completing a diploma ("event" dropout rates) districts showed dropout rates as low as 3-5%. Recent use of cohort data that compares the number of young people in eighth grade with those graduating from high school four years later tells a different story. Nationally, over 30% and in particular neighborhoods of many cities, 50% or more of students do not appear to be completing high school in a timely way. Putting faces to the dropout statistics tells yet a more troubling story of race and income disparity. In 2002, about a third of all high school noncompleters were poor (33.7%). A recent report by the Manhattan Institute places the high school completion rates for black and Latino students at a dismal 55 percent and 53 percent, respectively (Greene 2001). These statistics reflect, in large part, the "weak promotion power" of close to half the schools in the nation's 35 largest cities. Nearly 50 percent of the students in these schools do not graduate in four years (Balfanz and Legters 2001). Due to their higher drop-out rates and their concentration in the poor communities of some of our nation's largest cities, young men of color are especially at risk for the poor life outcomes associated with inadequate educational attainment.

A look at school practices and policies that produce such outcomes suggests that some of these young people are as much "push-outs" as "dropouts". The New York Times put it this way in July 2003: "Many schools are trying to get rid of those who may tarnish the schools' statistics by failing to graduate on time. Even though state law gives students the right to stay in high school until they are 21, many students are being counseled, or even forced, to leave long before then."

A number of factors are creating new pressures and opportunities to undertake more systemic approaches to the problem. These include:

- Heightened pressure from "No Child Left Behind" Act (NCLB) on states and districts to focus on schools not making adequate yearly progress, a list that includes many of the large inner city high schools that are losing the most young people;
- Increase in the number of 16-18 year olds aging out of foster care without a high school diploma and no clear pathway to further education opportunities or economic security;
- Growth in zero tolerance policies and broad interpretation of their intent resulting in a surge in the number of young people pushed out of high school without a diploma;
- National media attention to the push-out and drop-out rates in a number of major cities, including Houston, New York, and Chicago; and
- The proliferation of small schools and the development in some cities of a more diverse portfolio of high schools, including new small schools being created through grass roots energies of parents and educators and through the efforts of successful educational models and their intermediaries.

Increasingly, high school reformers are realizing that to reach scale and to achieve their equity goals, they will have to develop systems and schools that are capable of engaging the large number of young people who are disconnecting from and eventually leave or are pushed out of high school. Thus far, efforts have mainly been in the arena of prevention: e.g. breaking down large schools into smaller learning communities, offering double periods of core subjects and "catch-up" coursework, and providing more choice among differently organized and smaller schools. Some communities have also established a new program for one or more of the identified "at risk" subpopulations of youth.

While these strategies may help reduce the future scope of the out-of-school youth problem, most efforts still tend to be piecemeal. Too little attention is paid to ending the practice of pushing out youth who arrive at high school doors under educated and with limited skill development. Too little effort is made to gather data on the young people who leave high school, both to ensure that they are reengaged and to assess their progress. And far too few quality options are available for young people who have severed their ties to school. There appears to be a lack of political will to undertake the still-needed effort to monitor and eradicate the race and class inequities that continue to place low-income African American and Hispanic youth in systems without resources and capacity to provide quality educational options. Some of these young people find their way to one or more of the alternative education or youth employment programs that constitute the "second chance" sector. But such programming is disparate, fragmented, and seriously under-resourced.

State of California

A crisis is brewing in California schools, revealed not by poor grades or declining test scores but a far more ordinary symptom: empty seats. Only 69 percent of the state's students are graduating high school on time, according to recent research by Harvard University and the Urban Institute[1].

For minority students, the news is worse. Only 55 percent of African American students, and 57 percent of Latino students, graduate with regular diplomas. The figures are even lower for male students in these groups.

The research, based on new methods for calculating dropout data, has issued a wake-up call for California schools. "The number of youth who aren't getting a high school diploma is staggering," says Anne Stanton, director of Irvine's Youth program. "The failure to educate, connect, and help young people complete a significant milestone like high school has huge ramifications, both for the individual lives of these young people and for the economy of California. When you think of the cumulative effective of these statistics over a decade or more, the implications are tragic."

Public awareness of the problem is so low because data on graduation rates is often wrong, with states and localities using a wide variety of methods and standards for calculating dropout rates, and minimal state or federal oversight of graduation rates for accuracy, the report's authors contend. As a result, dropout data can be strikingly misleading. In some states, for example, a 5 percent dropout rate has been reported for African Americans, when the real number is closer to 50 percent.

And in California, what is officially reported as a nearly 87 percent graduation rate is actually, when measured with a more thorough Urban Institute method, just under 69 percent, according to the report. Dropouts for minority youth in California schools are similarly underestimated by official data.

Some scholars cast doubt on the testing emphasis of recent school reform efforts. In many schools, they argue, to boost aggregate test scores low-performing students are being either held back, which increases their likelihood of eventually dropping out, or pushed out of the system altogether. "It is no success for anyone," Harvard's Orfield writes, "if a school raises its average test scores by flunking out low-scoring students and ruining their future."

The *Losing Our Future* report also criticizes the California system for its "soft" approach to holding schools accountable on graduate rates. "California's appearance of having a high graduation rate standard is an illusion," according to the study.

The state is "among the weakest" of 39 states that establish a graduation rate goal but "give an accountability 'pass' to any school or district that falls below the goal, yet shows 'any improvement.'" As a result, the researchers point out, a change as slight as 1/10th of 1 percent over the previous year could pass the accountability test. As an example, the report cites the San Bernardino school district, which could continue to pass the state's minimal "improvement" standard but, at its current rate, still take 500 years to meet California's goal of 100 percent graduation. "This research focuses attention on the need to make education relevant for California students, and to the fact that high school systems aren't working for many young people," says Irvine's Anne Stanton. "It's a call to action."

Santa Clara County

There has been ongoing but disparate efforts to address the issue of Out of School Youth (OOSY) in San Jose. School/City/County/Nonprofit collaborative efforts have been formed to leverage efforts toward improving school outcomes. Some example include: Truancy Abatement Collaborative, Mayor's Gang Prevention Task Force, Juvenile Detention Reform Effort, Greater San José Alternative Education Collaborative, San Jose Police Department Truancy Abatement and Burglary Suppression, Youth Organizations United for Reform. Some efforts have been slowed by recent budget reductions, but the more important barriers have been the need for a unifying collaborative effort where everyone is working in concert toward advancing education options for OOSY. Also, new strategies and approaches need to be shaped in response to the recent economic funding environment.

Since 2001, People Acting in Community Together (PACT) has led a grassroots effort, involving hundreds of parents, teachers, students, and other concerned community people, to raise public concern about the growing problem of cutbacks and closures of alternative schools and programs. Overall progress in promoting alternative educational programming has been uneven, with several new school initiatives emerging in the area over the past few years, while at the same time the overall availability of alternatives has declined. A planning Task Force (entitled Santa Clara County Alternative Schools Collaborative) was staffed by the Santa Clara Office of Education and generated a report in 2004. The Task Force documented the fact that the number of alternative school students enrolled in Santa Clara County has decreased by 43% over the past six years, while the overall state level has seen an increase of 2%, with the unfortunate result that Santa Clara County is last in Counties with total enrollments over 90,000. The report called for a 10% reduction in dropouts and a 10% increase in alternative educational students served, as well as other system improvements.

Of the over 70,000 students in public high school (not alternative high schools) it is estimated that as many as twenty percent, over 14,000 students, have one or more of the risk factors that indicate the student might benefit from an alternative placement or approach. The 2000 Census indicated that just under 80 percent of Santa Clara County residents obtain a high school diploma by age twenty-five. Close examination of race, gender, and class demographics indicate serious concerns of disproportionate impact and over-representation with certain ethnic groups, females, and economically disadvantaged youth.

[1] Harvard's Civil Rights Project: Confronting The Graduation Rate Crisis In California. March 24, 2005. http://www.civilrightsproject.harvard.edu/research/dropouts/dropouts_gen.php

Population of Concern

Various circumstances place a student at risk of not succeeding in regular school programs, and may warrant consideration for placement in alternative programs. Such circumstances include, but are not limited to:

- Poor school attendance;
- Poor grades;
- Lack of grade appropriate skills;
- Emotional or behavioral difficulties;
- Personal circumstances that require greater flexibility in a school program;
- Parenthood or expected parenthood;
- Behind in credit for graduation;
- Repeated failure to pass the high school exit exam;
- Dropped out of school;
- Dissatisfaction with regular high school program;
- Incarcerated youth; Removed, suspended, or expelled from school;
- Limited extracurricular participation;
- Failure to see the relevance of education to life experience;
- Boredom with school;
- Inability to tolerate structured instruction;
- Feelings of alienation;
- Mental health difficulties;
- Foster youth;
- Shelter children; and
- Different learning styles which fall short of eligibility for Special education services.

The following table shows county wide high school-age enrollment in four categories: alternative (including institutional schools, continuation, community, teen parent, and independent study programs); public high school (including comprehensive, magnet, school-within-school, charter, and other high school programs); private high school (including parochial, non-parochial, and home school); and high school-age youths estimated to be not in school in Santa Clara County. The following is a table from a study conducted by the County Office of Education in 2004. The table estimates that 6,000 youth are not attending any public or private school in Santa Clara County.

Table 31

High School Enrollment*	1999	2000	2001	2002	2003 (estimated)
Alternative	5,280	5,317	4,597	4,100	4,169
Public High	67,724	67,755	66,991	68,255	70,831
Private High	8,918	9,271	9,407	8,902	9,000
Not in School (estimates)	8,650	7,740	6,670	6,280	6,000
Total	90,572	90,083	87,665	88,308	90,000

*** Based on enrollment counts in October of each year.**

A study conducted by the County Office of Education in 2004 estimated that their was 6,000 youth in Santa Clara County that were not in school.

Alternative Programs –Number of Slots Declining

Alternative programs such as institutional schools; high school continuation classes; academy, community, and teen parent programs; and independent study serve as linkages between the public high schools and the population of children not enrolled in school. While enrolled in these programs, these youngsters are counted as enrolled in public school. Various other programs such as magnet programs are sometimes referred to as alternative programs, but they do not serve this linkage function, and are therefore included above with comprehensive high school programs. The following table shows enrollment of students by program type as collected each fall on the date when all districts report enrollment for alternative, continuation, community day schools, juvenile court schools, and county community schools. Data is from the Education Data Partnership web site funded by the California Department of Education based on data provided by school districts.

The number of alternative school students have declined by 22% since 2001.

Table 32

Public Enrollment in Alternative Schools in Santa Clara County

	2000-01	2001-02	2002-03	2003-04	2004-05	Percent Change
Alternative	1,123	925	615	620	849	-24%
Continuation	2,341	2,370	2,316	2,313	2,241	-4%
Community Day	225	305	347	366	336	49%
Juvenile Court	616	493	557	361	353	-43%
County Community	727	610	239	209	165	-77%
Special Education	1,242	1,350	1,371	1,437	1,416	14%
Total Enrollment	254,004	248,777	250,435	251,208	253,065	0%
Percent in Alternatives	2.0%	1.9%	1.6%	1.5%	1.6%	-21%
Total Alternative Schools	5,032	4,703	4,074	3,869	3,944	-22%

Source: Education Data Partnership - California Department of Education

Percent Decline in Alternative School Slots for San Jose´ High School Districts

Table 33

San Jose Unified	2000-01	2001-02	2002-03	2003-04	2004-05	Percent Change
Alternative	647	547	229	246	272	-58%
Continuation	388	393	402	392	434	12%
Community Day School	31	30	94	103	83	168%
Total Alternative Schools	1,066	970	725	741	789	-26%
Total Enrollment	33,015	32,309	32,612	32,314	31,874	-3%
Percent in Alternatives	3.2%	3.0%	2.2%	2.3%	2.5%	-23%

East Side Union High	2000-01	2001-02	2002-03	2003-04	2004-05	Percent Change
Alternative						
Continuation	876	882	865	850	784	-11%
Community Day School	32	83	79	86	92	188%
Total Alternative Schools	908	965	944	936	876	-4%
Total Enrollment	24,282	23,665	24,409	24,573	25,496	5%
Percent in Alternatives	3.7%	4.1%	3.9%	3.8%	3.4%	-8%

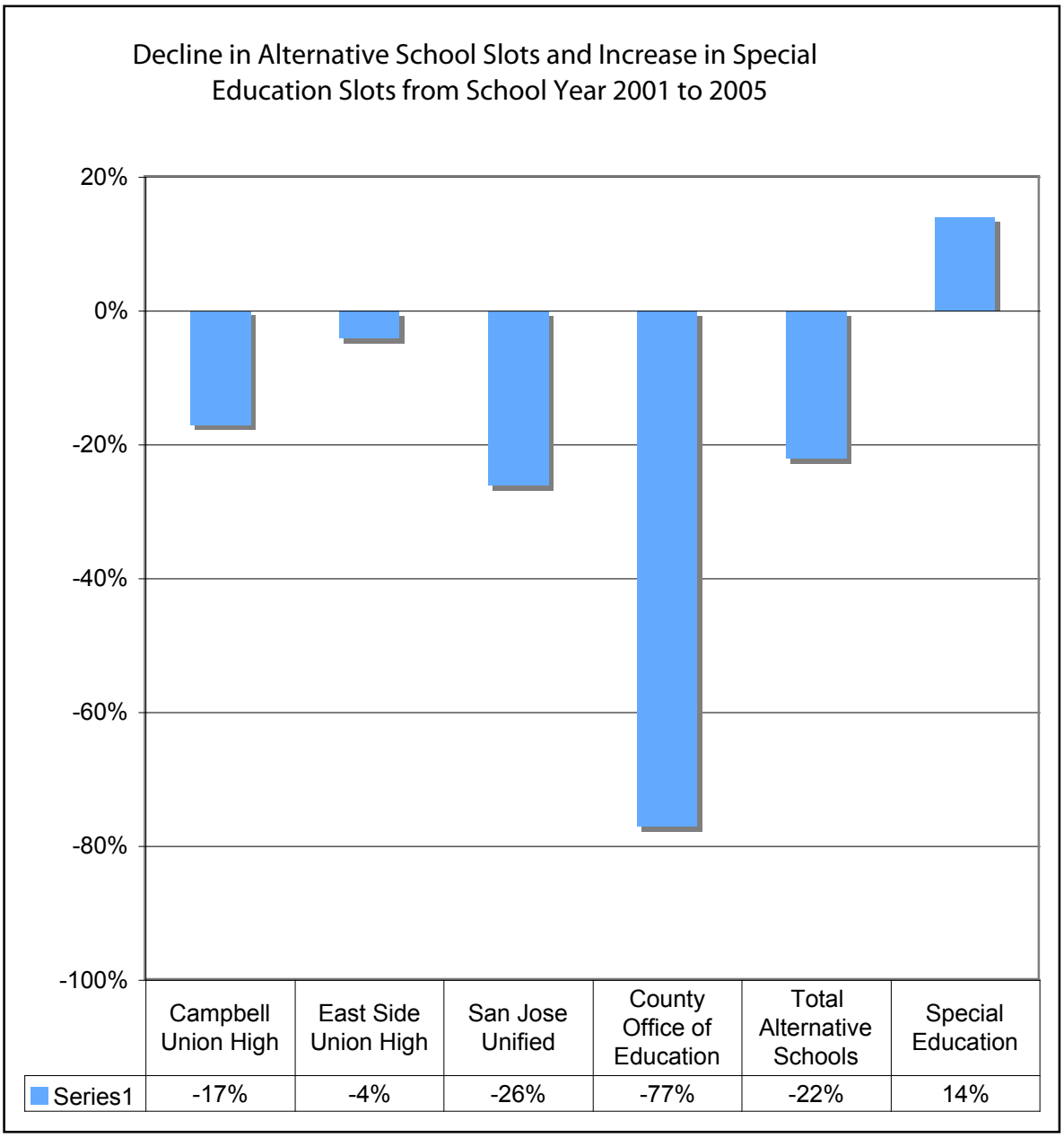
Campbell Union High	2000-01	2001-02	2002-03	2003-04	2004-05	Percent Change
Alternative						
Continuation	318	294	280	264	234	-26%
Community Day School				27	30	
Total Alternative Schools	318	294	280	291	264	-17%
Total Enrollment	7,472	7,310	7,527	7,500	7,803	4%
Percent in Alternatives	4.3%	4.0%	3.7%	3.9%	3.4%	-21%

Number of slots for youth who struggle in school is declining; this might be one of the reasons for the increased number of drop outs. Special Education slots have shown an increase.

The work of the Superiors Court's Special Committee on Education of Youth of the Juvenile Court has encouraged some increase in delivering special education services to additional youth in our community. A similar push needs to made by our community to build alternatives and options for our youth who are not succeeding in our comprehensive high schools. In the 2006 school year, East Side Union High School District (ESUHSD) shut down their Cadet Academy with over 90 youth attending which makes the number of Community Day School students in East Side Union High School District at zero for this year. Data for the 2005-06 school year is not yet available.

As a community we need to find a way to use our education funding provided by the State of California to meet the needs of all our youths, even the most difficult to serve.

Chart 35



Thirty-Two Million Dollars -Lost to San Jose because of Youth Dropping Out of School

The table below shows the amount of funds lost to socialize youth who drop out of school. Lost funds refers to the amount of Average Daily Attendance (ADA) dollars unrecovered from the State.

Table 34

Funds Lost to Socialize San José Youth Who Drop Out of School							
Funds Lost to Drop Outs in FY 2004-05 for San José Schools	Gr. 7 Drop Outs	Gr. 8 Drop Outs	Gr. 9 Drop Outs	Gr. 10 Drop Outs	Gr. 11 Drop Outs	Gr. 12 Drop Outs	Total Lost
Number of Drop Outs	-	5	655	333	322	1,120	2,435
Number of Years of Lost ADA Funds	5.5	4.5	3.5	2.5	1.5	0.5	
Lost Funds for Socializing Youth	$ -	$ 171,000	$ 17,423,000	$ 6,327,000	$ 3,670,800	$ 4,256,000	$ 31,847,800

Table 35

Funds Availabe for Each Student FY 03-04	
Alum Rock School District	$ 7,190
Franklin McKinley School District	$ 7,241
East Side Union School District	$ 7,495
San Jose Unified School District	$ 7,885
Campbell High School District	$ 6,449

The above table is based on the assumption that a youth that drops out does not come back to school. The analysis is also based on the assumption that if a youth drops out half way through the year that he is recorded as a drop out. The table has not been discussed with the San Jose School Districts and is based on data reported to California Department of Education. The Evaluation Team presents this estimate to generate discussion and action to find a way to recapture these lost opportunities and funds. The intent of including this data is not to point fingers.

Lost Revenue Due to Drop Outs Over Last Five Years is $100 Million

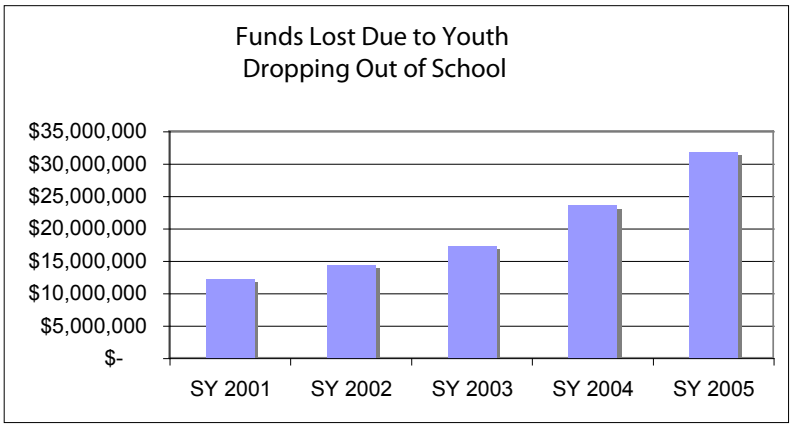
The table below shows the amount of funds lost to socialize youth who drop out of school. Lost funds refers to the amount of Average Daily Attendance (ADA) dollars unrecovered from the State. Over the last five years the City of San José has lost $ 100 million that could be used to insure a productive and healthy future for 6,573 of our youth who dropped out of school.

Table 36

Revenue Lost Due to Drop Outs		
School Year	Number of Drop Outs	Funds Lost
2001	829	$ 12,325,093
2002	841	$ 14,450,453
2003	1,035	$ 17,347,000
2004	1,433	$ 23,647,400
2005	2,435	$ 31,847,800
Total	6,573	$ 99,617,746

Note: Number of Drop Outs is from 7th to 12th grade. Most of the drop outs happen in high school. At this time there is not way to calculate the number of youth we know who drop out of school after 8th grade and never register for high school.

Chart 36



Census Bureau Report Shows 'Big Payoff' from Educational Degrees

School success has been linked to reducing the likelihood that a youth will experience negative outcomes such as drugs, gangs, and delinquency. On the flip side, in addition to avoiding risky behaviors, academic achievement can translate into opportunity. In fact, over an adult's working life, high school graduates can expect, on average, to earn $1.2 million; those with a bachelor's degree, $2.1 million; and people with a master's degree, $2.5 million, according to a report released by the Commerce Department's Census Bureau. People with doctoral ($3.4 million) and professional degrees ($4.4 million) do even better. "At most ages, more education equates with higher earnings, and the payoff is most notable at the highest educational levels," said Jennifer Cheeseman Day, co-author of *The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings*. The estimates of work-life earnings are based on 1999 earnings projected over a typical work life, defined as the period from ages 25 through 64.

In 2000, 84 percent of American adults age 25 and over had at least completed high school and 26 percent had a bachelor's degree or higher, both all-time highs. Currently, almost 9 out of 10 young adults graduate from high school and about 6 out of 10 high school seniors go on to college the following year.

Our society should be interested in increasing the number of educated youth because we will save money as indicated in the RAND study, which states that for every dollar invested in education, $1.90 will be saved in future costs to society. Additionally, we receive another benefit when our youth graduate from high school and go on to higher education or career training: we will receive more tax dollars from their increased income.

Challenge to the Citizens of San José

The previous data reveals that, each year, the citizens of San Jose are foregoing State funds allocated to educate their youth. If we look at the number of youth not attending school, dropping out of school, and failing in traditional school settings, over $54 million in State funds that could be used to insure a positive pro-social future for our youth is lost. One of the biggest needs for San Jose, particularly in this time of budget reductions and declining revenue, is to maximize the dollars made available by the State to educate youth. As a community, we need to find ways to create more small alternative schools with the capacity to reach out to youth not attending or succeeding in school. Getting these youth into schools that meet their needs will allow communities to generate revenue.

How are San Jose Schools doing growing their API Scores?

Dr. Rex Green an associate of CCPA, and Jason Helgerson, formerly of the San Jose Mayor's Office, used hierarchical linear modeling to compare the success of San Jose schools to other schools in the Santa Clara County. Since their initial research the State Department of Education has been assigning API scores to districts after 2003. Data suggest that San Jose schools were among the lowest performing in the county in 1998-99 but had one of the highest rates of improvement. Results from school year 2004 will reveal whether San Jose schools were able to continue their high rate of improvement.

Comparison of Academic Performance among Schools and Districts in Santa Clara County

All public school districts and schools in Santa Clara County were compared using the specially constructed academic performance index (API) for the school years 1998-1999, 1999-2000, and 2000-2001. The API is a weighted composite of test scores for grades 1-12 covering skills in reading, mathematics, and language, as well as spelling and science depending on grade level. The tests are administered statewide throughout the school system. The State's definition of an adequate academic performance across all students attending school is a score of 800 or better.

Hierarchical linear modeling of these data was chosen to estimate the initial level of academic performance in 1998-99 and the rate of change over the subsequent two school years. A three-level analysis was selected to include the effects on school performance of differences among school districts. Comparison of the levels three years ago with the growth or decline since then across schools and districts will reveal how well the San Jose School District is performing relative to other districts in the County, as well as how individual schools within the district are performing. Schools that show rapid rates of improvement in API scores reflect successful efforts to improve performance, while low performing schools that are declining probably need assistance in finding ways to raise levels of performance. Districts that started at lower levels of performance and did not improve similarly need support to improve their performance.

Bryk and Raudenbush (1992) described the type of analysis needed to examine patterns of change over time for nested levels, in this case schools within districts. The latest version of their program, HLM5 (Raudenbush, Bryk, Cheong, & Congdon, 2001) was employed to obtain estimates of initial level and rate of change for each school and district. Included in the analyses were variables to predict differences in initial level and rate of change. At the school level three variables were added: percent of white students, percent of male students, and level of schooling being elementary, middle, or high school. At the district level two variables were added: median family income from the 1990 census and dollars spent per student during the 2000-2001 school year. All variables were re-coded to range from 0 to 100, with zero being the lowest score and 100 being the highest score; the district level variables were re-coded so that 0 to 100 reflected the range of actual scores. Median family income and dollars per student also were re-coded during the analysis to reflect the deduction of the mean from all scores.

The formulas for the prediction equations were:

Level-1 Model

$$Y = P0 + P1*(OCC) + E$$

Level-2 Model

$$P0 = B00 + B01*(PCMAL100) + B02*(PCWHI100) + B03*(ELVHS100) + B04*(MIVHS100) + R0$$

$$P1 = B10 + B11*(PCMAL100) + B12*(PCWHI100) + B13*(ELVHS100) + B14*(MIVHS100) + R1$$

Level-3 Model

$$B00 = G000 + G001(FAMIN100) + G002(DOLKD100) + U00$$

$$B01 = G010$$

$$B02 = G020$$

$$B03 = G030$$

$$B04 = G040$$

$$B10 = G100 + G101(FAMIN100) + G102(DOLKD100) + U10$$

$$B11 = G110$$

$$B12 = G120$$

$$B13 = G130$$

$$B14 = G140$$

The results of the HLM analysis are presented in the table below; the regression coefficients are labeled as shown in the prediction equations. Examining the p-values, the most significant predictors of initial level of academic performance were percent white students attending school and median level of family income in the district. The most significant predictors of change in performance were percent white students, median family income, and attending elementary versus high school. The results indicated that schools with higher percent white students and districts with higher median family incomes performed better initially but that lower percent white students and lower median family income predicted more rapid improvement. Further, elementary schools' academic performance improved more rapidly than that of high schools'.

Table 37

Coefficients and Significance Levels - HLM Regression Analysis				
First Year-1998-99	**Parameter**	**Coefficient**	**T-value**	**P-value**
Intercept	G000	712.29	55.06	0
Family Income	G001	1.92	4.42	0
School Funds per Child	G002	-0.51	-0.97	0.343
Percent Male	G010	0.32	0.8	0.426
Percent White	G020	3.67	5.72	0
Elementary vs. H.S.	G030	0.3	1.69	0.09
Middle School vs. H.S.	G040	0.15	0.83	0.407
Rate of Change				
Intercept	G100	13.24	9.79	0
Family Income	G101	-0.13	-3.84	0.001
School Funds per Child	G102	0.08	1.22	0.235
Percent Male	G110	0.01	0.12	0.906
Percent White	G120	-0.2	-5.04	0
Elementary vs. H.S.	G130	0.13	3.14	0.002
Middle School vs. H.S.	G140	0.05	1.28	0.201

The regression model is linked to the table with reference to the parameters mentioned. The first parameter is G000, the intercept for estimating the API score for school year 1998-99. The coefficient of 712 indicates that across schools this score represented the level of academic performance for that year. Note, this API score was below the California recommended level of 800. Thus, the typical school in Santa Clara County was scoring below the state's recommended level of achievement. The rate of change over four years was G100, 13.24. Multiplying by 4, the typical school in Santa Clara County was performing at 765 by 2002, still below the state's recommended level. Both the first year estimated API score for all schools and the rate of change per year were significantly greater than zero, as indicated by the large t-values and zero p-values.

Predicting a particular school's API score also depended on several other pieces of information. In the regression model, the collection of all four scores is represented by two numbers, the score for the first year and the rate of change occurring each year. The same predictor variables significantly influenced the estimation of both of these numbers, percent of white students, level of family income, and being in an elementary school instead of a high school. Schools in a neighborhood (census district) with a higher family income or schools with more white students attending achieved higher scores for 1998-99 but experienced lower rates of change. Elementary schools performed at higher levels than did high schools in 1998-99 and improved faster over time.

How are San José schools doing?

Estimates for the first year and rate of change parameters for each school and school district were obtained from the model described in Table 23. There were 28 school districts compared and 333 schools. Two of the 28 districts were formed by combining school districts with one or two schools each; for example, three elementary school districts with a total of four schools were combined: Loma Prieta, Luther Burbank, and Orchard. The other districts that were combined were not located in the San Jose area. The API scores estimated for entire school districts in the San Jose Area are listed in the following Table.

Alum Rock and Franklin McKinley School Districts have shown the most Growth in API Scores Since 1999

Table 38

Academic Performance Index - San José School Districts

	Estimated for 1999	2006	Percent Change
Alum Rock Union Elementary	506	689	36%
Berryessa Union Elementary	700	796	14%
Cambrian Elementary	793	852	7%
Campbell Union Elementary	711	772	9%
Campbell Union High	656	738	13%
Cupertino Union Schools	866	930	7%
East Side Union High	607	704	16%
Evergreen Elementary	759	837	10%
Franklin McKinley Elementary	537	710	32%
Fremont Union High	779	836	7%
Loma Prieta, Luther Burbank & Orchard	693	780	13%
Moreland Elementary	766	828	8%
Morgan Hill Unified	718	760	6%
Mt. Pleasant Elementary	641	737	15%
Oak Grove Elementary	739	778	5%
San Jose Unified	626	752	20%
Santa Clara Unified	685	747	9%
Union Elementary	804	855	6%
Average District	699	783	12%

The average San Jose Area school district API score was 699 and increased 12 percent to 783 by 2006. By comparison, for other Santa Clara County school districts, the average API score in 1998-99 was 795. It appears that San Jose Area schools are closing the performance gap. However, while other districts are achieving API average scores over the state recommended level of 800, San Jose school districts are still falling short of the goal.

The following report was issued by the Office of San José Mayor on November 7, 2005 and is another look at API growth in San José.

City of San José Schools – 2005

A Snapshot of School Performance Based on California's Academic Performance Index

Universe

Analysis is based on 173 elementary, middle, and high schools spread across 18 school districts whose student population consists of 50% or more of San José residents. Figures do not account for charter, autonomous, or alternative schools.*

Trends in the Lowest Performing Schools:

- In 1999, the average API score of the lowest performing 20% of San José schools was 468. In 2005, the average API of those same schools is 659, a 41% increase since 1999.
- In 2005, the average API score of the lowest performing 20% of schools is 637, a base increase of 36% compared to 1999 scores.

API Growth in San José

- 6-year Total Average API Growth (All San José Schools): 16%.
- 98% of San José schools have increased their API scores since 1999.
- 74% of San José schools that needed improvement have met or exceeded their Annual Growth Target in 2004-2005.
- 77% of San José schools showed improvement in API scores over the last two years.

API – City of San José and State of California

2005 Median API	Elementary	Middle	High
California	752	716	696
City of San José	777	767	715

- 35% of San José schools have met or exceeded the state's API target score of 800, compared to 28% for all schools in California.
- 74% of San José schools that needed improvement have met or exceeded their Annual Growth Target compared to 68% or all schools in California.

API – City of San Jose and Santa Clara County

- 2005 City of San José Average Growth API Score: 765.
- 2005 Santa Clara County Average Growth API Score: 798.

---

* 2005 API scores for East Side Union High School District were not available at the time this document was created, therefore analysis and figures on this sheet do not incorporate the scores of the 11 public high in the East Side Union High School District.

Office of San Jose Mayor Ron Gonzales, 11/7/05


POLO